

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Kerry Kehrley

Official School Name: Clifford Street Elementary

School Mailing Address:
2150 Duane Street
Los Angeles, CA 90039-3919

County: Los Angeles State School Code Number*: 19-64733-6016513

Telephone: (323) 663-0474 Fax: (323) 663-6822

Web site/URL: http://www.lausd.k12.ca.us/Clifford_EL E-mail: kkehrley@lausd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Richard Alonzo

District Name: Los Angeles Unified Tel: (323) 932-2266

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Monica Garcia

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|---------------------|
| 479 | Elementary schools |
| 74 | Middle schools |
| | Junior high schools |
| 61 | High schools |
| | Other |
| 614 | TOTAL |

2. District Per Pupil Expenditure: 5836

Average State Per Pupil Expenditure: 8117

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

8 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	13	14	27	7			0
K	21	14	35	8			0
1	13	15	28	9			0
2	12	15	27	10			0
3	19	10	29	11			0
4	17	17	34	12			0
5	13	12	25	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							205

6. Racial/ethnic composition of the school:
- | | |
|--------------|---|
| 2 % | American Indian or Alaska Native |
| 3 % | Asian |
| 2 % | Black or African American |
| 85 % | Hispanic or Latino |
| 4 % | Native Hawaiian or Other Pacific Islander |
| 4 % | White |
| 0 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 23 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	48
(4)	Total number of students in the school as of October 1.	205
(5)	Total transferred students in row (3) divided by total students in row (4).	0.234
(6)	Amount in row (5) multiplied by 100.	23.415

8. Limited English proficient students in the school: 18 %

Total number limited English proficient 37

Number of languages represented: 3

Specify languages:

Spanish, Vietnamese, and Korean

9. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 129

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>13</u>	<u>16</u>
Total number	<u>26</u>	<u>24</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	96%	95%
Daily teacher attendance	95%	97%	95%	95%	95%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Clifford Street is a small urban school that sits in the hills of Echo Park just within sight of the downtown highrises of Los Angeles. It opened in 1908 on a block in the city where Charlie Chaplin would make his first film. In those early days, students often crowded at the fences to watch the Keystone Kops careening wildly down the surrounding streets. Over a hundred years old, the school now serves the needs of a student population much different than at the beginning. Today, our students come largely from homes where a foreign language is spoken, from homes of high-poverty, and working parents. Today these children of immigrants come to a school recognized for its consistent record of high achievement. Known as a school that is beating the odds, The California Department of Education features Clifford Street on their “Closing the Achievement Gap” website. They have also honored us for two consecutive years of Title One academic achievement. It is a place parents are proud to send their children and staff are proud to work.

The vision driving our success is a deep belief in the ability of all children to succeed. Committed to a system of ongoing assessments that allow quick responses to guide our instruction, a world class curriculum, and strong parent and community partnerships, our well-kept and busy campus has helped turn this vision into a reality.

From the first sight of our campus, with its cheerful murals and garden plots, an inviting sense of order and care greets you. A peek inside classrooms would confirm that first impression. There, our vision working itself out in many unique ways can be seen. Rigorous Math instruction accounts for a large percent of our high-achievement. Teachers supplement the textbook series with publications from the National Council of Teachers of Mathematics as well as units from Everyday Math and, in the upper grades, Singapore Math that has turned students into problem solvers. Aleks, a web-based subscription service, personalizes math assignments for some students. The ability to access Aleks from home and in Spanish helps many parents stay involved.

With Open Court Reading, the school has a comprehensive, research-based reading program. With a high fidelity to teach the core series, students have a great opportunity for success. In addition, supplementary reading is encouraged with the California Reading List Number, a Lexile reading ability score, derived from state assessments that matches students with books at their reading level. With all of these targeted areas, it is natural our students make rapid progress.

After the last bell, the day continues with a majority of students participating in one of many after-school activities. The Homework Center provides one-on-one assistance and an environment where children can work effectively. Project Harmony has grown to include 20 students learning to play the violin. The L.A.'s Best Program features activities aligned with standards taught during the day.

Partnerships with parents are forged early, in our School Readiness Language Development Program. Working with their four-year olds, parents pave the way for future involvement in their child's education. These ties continue in ongoing parent workshops offered throughout the year. Additionally, support also is offered to address problems affecting families outside the school.

In a school's life, reaching a hundred years is a significant event. Achieving Blue Ribbon status is an honor that in many ways carries more significance. Years of hard work and dedication from every student, parent, and staff member of Clifford Street School has moved us to this recognition. We are proud for the opportunity of this honor as we start our next hundred years.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Clifford Street School shows significant gains and consistent progress in far exceeding our state performance goals in all measures of student performance. Our school takes part in the California Standards and Reporting (STAR) Program, which collects data in Mathematics, English Language Arts, Fourth Grade Writing, and Fifth-Grade Science using California Standards Tests (CST's). These tests are administered to all students in grades two through five on a yearly basis.

The results of these tests report student achievement in five distinct categories. For students working below grade level standards, these categories are Far Below Basic, Below Basic, and Basic. Those students meeting our high state standards are identified as Proficient or Advanced. In addition to grade level results, data is available by ethnicity, English ability, disability, and economically disadvantaged. Within those groups, further classifications are made into subgroups of which Hispanic ethnicity and economic disadvantaged are most significant for our school. This assessment data is available at the California Department of Education website at <http://www.cde.ca.gov/ta/>.

Furthermore, California assigns an Academic Performance Index (API) rating to each school participating in the STAR Program. This index is a number between 200 and with a statewide benchmark of 800. This API is formulated to establish growth targets for schools, show growth, and create accountability. Since 1999, when the API was first introduced, Clifford Street School has grown a remarkable 276 points.

Since 2004, students in fifth grade made a 30% gain in meeting English Language Arts standards. Second graders made a 22% improvement over the same time period. More than 60% of our 2nd, 4th, and 5th grade students met standards. In Mathematics, 2007 STAR results for fourth grade show an amazing 100% of students reaching Proficient or Advanced levels. Overall, on our most recent assessments, over 80% of our students were meeting Math standards in grades 2, 4, and 5.

This upward trend is also visible in the data for our significant population of Hispanic students. In English Language Arts, this subgroup made progress consistently in all grades with an average improvement of 17%. In Mathematics, the results are even more dramatic, with an average improvement of over 24% gained in meeting standards. Our economically disadvantaged students made solid gains in Mathematics. In grades 2, 4, and 5, this group scored over 80% in the advanced and proficient range on our most recent assessment. That is over a 20% increase from 2005. Additionally, fifth graders jumped from 36% to 75% proficient and above during the same time in English Language Arts.

The benefit of having a well-developed assessment system in place is that we are able to respond in an organized, methodical fashion to raising standards by improving alignment within our curriculum. It provides feedback to teachers, students, administrators, and parents regarding a particular mastery of standards relatively rapidly.

2. Using Assessment Results:

Clifford Street School administers six week assessments in both Language Arts and Mathematics to provide ongoing information on the progress of each student. This provides a central component of the culture of Clifford where we strive for continuous sustained improvement. It allows us to earmark where we need to allocate additional resources when the need arises to address specific deficit areas. We also have the California English Language Development Test (CELDT) to determine English language proficiency. Based on results of this test, students are given instruction and support at an appropriate level.

Assessment results provide the areas that teachers use to work with students during independent work time to address the needs of students requiring additional support. Students in grades second through fifth that are having difficulty in Language Arts are provided the opportunity to attend our Extended Learning Program (ELP) held after school twice a week for a twelve week period.

3. Communicating Assessment Results:

Assessment data is routinely shared with parents, students, and the community. Twice yearly, in early fall and spring, parents attend conferences with teachers. We encourage students to also attend these meetings to further foster accountability and responsibility. The results of the California Standardized Testing and Reporting (STAR) Program are carefully reviewed and performance goals are then set. Translators are provided to ensure clear and accurate communication occurs.

Besides these formal methods of reporting results, teachers use a variety of other means to inform parents of data. Teachers communicate classroom successes and challenges through informal meetings throughout the year. Quarterly district assessments in Math and fifth-grade Science as well as six-week Language Arts assessments, standards-based and aligned to grade level, provide an ongoing picture of progress.

Beyond individual results, the community is provided with a picture of assessment data by grade level. Our website posts these scores in a school accountability report card provided by our district. They are also presented in local school leadership meetings.

4. Sharing Success:

The story of our success and its ability to inspire other schools is a singularly rewarding result of the hard work and dedication of our school community and one that we are eager to share. Clifford Street has presented before the Los Angeles Unified School District Board of Education on what worked so well with us in raising test scores. Our suggestions were then disseminated to other schools throughout the district.

The California Department of Education showcases Clifford Street as a highly effective school on their Closing the Achievement Gap website. It was one of only four elementary schools chosen in the state and was selected to highlight for other schools the critical factors necessary for the success of all students.

Clifford Street also warmly welcomes administrators from area schools that visit to see what is working in our school. In area meetings, our principal is often called on to describe the way things work here. As the word spreads, more opportunities arise to share as college students seek to learn lessons from us that at a later time impact their own classrooms. Our doors are open to everyone hoping to find a model of school success that has led to dramatic results.

Should Clifford Street achieve recognition as a Blue Ribbon School, we would continue to proclaim the value of high-quality instruction, parent engagement, and the use of data to inform instruction. We anticipate wider opportunities to tell our story through panels, the web, and at conference presentations.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our main focus at Clifford Street is the success of all students. We use a goal-oriented approach through an all-inclusive, standards-based curriculum. Beginning with our School Readiness Language Development Program (SRLDP) and continuing through fifth grade, we work on achieving this goal by maintaining a comprehensive, standards-based curriculum that helps students master state content standards.

The Open Court Reading Program is the series used by our district to deliver instruction in English Language Arts. Successful implementation of this research-based reading program is used at Clifford to improve classroom teaching and to increase student reading performance. Open Court provides specific instructional strategies and skill development in the areas of phonics, reading comprehension, vocabulary development, writing, inquiry, and reading fluency.

Harcourt Math (California Edition) is the series used at Clifford for instruction. In the upper grades, each student is provided with a textbook. In the lower grades, students use a consumable workbook. The full complement of the series was purchased to allow teachers the ability and tools to teach every student. These materials include challenge activities, reteaching resources, manipulatives, and guides for English Learners.

Each classroom contains Full Option Science System (FOSS) kits for Science instruction. FOSS is a hands-on, research-based Science program that stimulates students' curiosity, inquiry, and learning. They engage in experiments and discussions to construct an understanding of Science concepts.

Scott Foresman Social Studies is designed to accommodate individual learning styles and blends printed text, digital resources, and activities to deliver high-quality content to all students. The complete program includes classroom sets of literature and leveled readers, as well as a web-based component with interactive features. Lessons are brought to life with the use of laptops and digital projectors.

Part of our success at Clifford Street School are the Visual and Performing Arts as a component of students' educational experience. At Clifford, students have ample opportunities to explore various art components through standard-based lessons provided to us through various partnerships. We have the opportunity to provide students with programs such as We Tell Stories (A theater group that helped students to turn their reading selections into a play, helping them deepen their knowledge of various characters and plots), Festival of Music and Dance, music, and classroom plays. As an Arts Prototype school, we also have a partnership with artists to bring in Art, Dance, and Theater throughout the year. Additionally, we received a two year grant with the Los Angeles County Museum of Art to bring artists into our classrooms to teach techniques and art history.

Our Physical Education program rounds out our curriculum. The connection is made between the program and our Science and Health standards to include body systems, diet and exercise.

3. Additional Curriculum Area:

Our Science curriculum uses an inquiry-based approach that provides students with a solid foundation of scientific knowledge. Students receive comprehensive, standards-based instruction in Earth, Life, and Physical Science with the use of the district adopted curriculum, FOSS (Full Option Science System) California by Delta Education.

Each FOSS module is designed to be developmentally appropriate for students. With the use of the FOSS kits, each grade-level module is sequenced to build on the previous one. While using the FOSS kits as the primary curriculum, teachers integrate other content areas to enhance student learning.

Since Clifford Street lies in the midst of Los Angeles County, teachers take advantage of the abundant resources available throughout the area. The Clear Creek Outdoor Education Center is a Los Angeles Unified School District residential school located in the Angeles National Forest. Clear Creek provides our students with an outdoor science experience that allows them to experience nature and foster their scientific curiosity. Moreover, teachers have opportunities to take students on field trips throughout the Los Angeles County area such as the Natural History Museum, Kidspace, and El Dorado Nature Center Park at Point Dume, where student interest in science can be ignited and fostered.

Clifford Street School aims to provide students with standards-based science instruction that gives students an in-depth understanding of the natural world.

4. Instructional Methods:

Clifford Street has a diverse student population both ethnically and socioeconomically. Recognizing that each student has unique experiences and backgrounds helps teachers design instructional approaches that fit all learners. Teachers strive to differentiate instruction within the classroom by incorporating the following:

- Small-group instruction with flexible grouping
- Focus on multiple learning modalities
- Depth and complexity of lessons to make content challenging for all learners, especially our gifted and talented students
- Strategies that reinforce cultural diversity (within text, discussion, activities)
- A strong English Language Development program that allows for early reclassification
- Guest teachers with expertise in specific subject matter: LACMA (Art), VAPA (Dance), Harmony (Instrumental music program), Music, Physical Education, and Safety.

Clifford has also implemented a Learning Center Intervention Program where struggling students benefit from systematic and intensive instruction in a small-group setting. This program is open to students who have qualified for Special Education services, as well as general education students who are performing below grade level. This approach allows the instructor to use a wide array of assessment techniques to monitor student progress and adjust instruction according to individual student needs.

In addition to the instructional methods mentioned above, Clifford also focuses on preparing students for school success at the Pre-Kindergarten level. Many of our students participate in our School Readiness Language Development Program prior to entering Kindergarten. This enrichment program allows students to learn in a positive, supportive, child-centered environment. The program offers opportunities for parent involvement through our parent education classes and classroom participation. The 2008 Desired Results Development profile indicates that our Pre-Kindergarten program contributes significantly to our children being better prepared for Kindergarten.

5. Professional Development:

Clifford Street School and the Los Angeles Unified School District understand the need for high quality targeted professional development. Our Single School Plan for Student Achievement is updated yearly to reflect areas in which we need to focus in order to keep it a relevant document for our school. The mission statement is anchored in student learning of core disciplines and skills.

As a school site with a large number of second language learners, we provide professional development on basic decoding and comprehension difficulties with an emphasis on instructional strategies to improve student skills in these domains early on.

We hold weekly professional development meetings which place an emphasis on areas to improve. Having current data readily available provides us the opportunity to choose specific topics such as the writing process or subtraction of fractions if these are areas of need.

A school that is small in size fosters a high level of collegiality. An analysis of data provides us the opportunity to ascertain in which areas we need to place our focus. Teachers are using common tools to assess students which provide the ability to accurately monitor areas of strength and those that need further instruction.

The commitment of talented and highly motivated teachers to deliver sound instruction is the reward for strategically chosen professional development. Whether it is highly targeted work with teachers or an off-site course designed to provide content, the end result is better instruction.

6. School Leadership:

Our charge is to provide consistent high-quality education for all children all of the time. Personal contact is made by excellent teachers. It is important to provide immediate focused academic feedback to students and point out that success is due to effort as well as acquired skill. There is a well-established sense of community where students respect and help each other.

Collect multiple sources of data to describe present patterns and identify gaps. This helps our staff to set clear attainable goals and pursue them with initiative and tenacity. Ask hard questions about the content of the data, and pay close attention to the answers. This allows the ability to facilitate teacher collaboration and teacher-designed solutions.

One of the distinguishing qualities of successful people who lead in any field is the emphasis placed on personal relationships. Just as the students who walk through our school doors each day are humans with lives beyond school, we must remember that our faculty and staff fall into this same category. Conversation is a crucial part of building relationships with your staff. Face-to-face communication with a genuine sharing of thoughts is time well spent. You must sincerely listen and use this knowledge to help staff members through troubled times or difficult situations. Nurture your staff and be aware of what assistance may be provided to better improve the educational setting.

Leadership is an enterprise worthy of the cost. A truly successful educational organization honors the importance of leadership from many arenas; council members, various coordinators, etc. The members of the school site contribute their input and take pride in the leadership they provide and initiative they demonstrate when fulfilling their role. Teachers who feel good about themselves will become inspired to teach and deliver instruction at an exceptionally high level.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: CST

Edition/Publication Year: 2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and advanced	82	76	84	80	78
Advanced	41	34	65	42	41
Number of students tested	29	38	26	25	41
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	82	76	80	75	76
% Advanced					
Number of students tested	22	34	20	21	37
2. Racial/Ethnic Group (specify subgroup): HISPANIC					
% Proficient plus % Advanced	81	76	79	72	73
% Advanced					
Number of students tested	26	33	19	19	33
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

California only produces disaggregated subgroup data as percent marked "Proficient/Advanced". The breakout between Proficient and Advanced is not available to schools.

Subject: Reading

Grade: 2

Test: CST

Edition/Publication Year: 2007/2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	73	74	81	52	51
% Advanced	28	24	35	16	22
Number of students tested	29	38	26	25	41
Percent of total students tested	100	100	100	93	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	64	71	75	48	76
% Advanced					
Number of students tested	22	34	20	21	37
2. Racial/Ethnic Group (specify subgroup): HISPANIC					
% Proficient plus % Advanced	69	70	74	47	42
% Advanced					
Number of students tested	29	33	19	19	33
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

California only produces disaggregated subgroup data as percent marked "Proficient/Advanced". The breakout between Proficient and Advanced is not available to schools.

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 3 Test: CST
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	65	58	70	69	57
% Advanced	24	29	35	31	36
Number of students tested	37	28	20	45	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	65	52	68	67	37
% Advanced					
Number of students tested	31	25	19	36	35
2. Racial/Ethnic Group (specify subgroup): 0					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): HISPANIC					
% Proficient plus % Advanced	67	43	67	65	57
% Advanced					
Number of students tested	33	28	18	34	28
4. (specify subgroup): 0					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

California only produces disaggregated subgroup data as percent marked "Proficient/Advanced". The breakout between Proficient and Advanced is not available to schools.

Subject: Reading

Grade: 3

Test: CST

Edition/Publication Year: 2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	30	36	45	35	30
% Advanced	3	11	5	11	3
Number of students tested	37	28	20	45	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	26	36	42	33	27
% Advanced					
Number of students tested	31	25	19	36	30
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	24	24	39	29	29
% Advanced					
Number of students tested	33	28	18	34	28
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

California only produces disaggregated subgroup data as percent marked "Proficient/Advanced". The breakout between Proficient and Advanced is not available to schools.

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 4 Test: CST
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	86	100	76	72	65
% Advanced	43	65	58	48	26
Number of students tested	28	17	40	29	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	83	100	68	70	63
% Advanced					
Number of students tested	24	16	28	27	27
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): HISPANIC					
% Proficient plus % Advanced	82	100	74	69	59
% Advanced					
Number of students tested	22	15	31	26	27
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

California only produces disaggregated subgroup data as percent marked "Proficient/Advanced". The breakout between Proficient and Advanced is not available to schools.

Subject: Reading

Grade: 4

Test: CST

Edition/Publication Year: 2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	61	58	56	59	50
% Advanced	25	29	33	14	10
Number of students tested	28	17	40	29	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	54	56	43	59	48
% Advanced					
Number of students tested	24	16	28	27	31
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): HISPANIC					
% Proficient plus % Advanced	50	53	45	58	42
% Advanced					
Number of students tested	28	15	31	26	27
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

California only produces disaggregated subgroup data as percent marked "Proficient/Advanced". The breakout between Proficient and Advanced is not available to schools.

Subject: Mathematics

Grade: 5

Test: CST

Edition/Publication Year: 2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	87	84	54	50	39
% Advanced	56	42	23	7	6
Number of students tested	16	33	26	28	33
Percent of total students tested	100	100	100	100	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	88	82	52	48	37
% Advanced					
Number of students tested	16	28	25	25	35
2. Racial/Ethnic Group (specify subgroup): HISPANIC					
% Proficient plus % Advanced	81	85	50	50	38
% Advanced					
Number of students tested	26	27	24	22	26
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

California only produces disaggregated subgroup data as percent marked "Proficient/Advanced". The breakout between Proficient and Advanced is not available to schools.

Subject: Reading

Grade: 5

Test: CST

Edition/Publication Year: 2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	76	57	23	43	45
% Advanced	13	21	4	7	9
Number of students tested	16	33	26	28	33
Percent of total students tested	100	100	100	100	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	75	54	20	36	40
% Advanced					
Number of students tested	16	28	25	25	35
2. Racial/Ethnic Group (specify subgroup): HISPANIC					
% Proficient plus % Advanced	69	52	17	41	38
% Advanced					
Number of students tested	26	27	24	22	26
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

California only produces disaggregated subgroup data as percent marked "Proficient/Advanced". The breakout between Proficient and Advanced is not available to schools.